Title: It's About Time!

Brief Overview:

Over three days students will be able to determine elapsed, start, and end times using multiple strategies which include mini-clocks, T- charts, or number lines. Students will communicate their mastery through cooperative learning activities, games, and evaluations.

NCTM Content Standard:

- Understand measurable attributes of objects and the units, systems, and processes of measurement

- Apply appropriate techniques, tools, and formulas to determine measurements.

Grade/Level:

4/5

Duration/Length:

Three classes – 60 minutes each.

Student Outcomes:

Students will:

- Determine start time, elapsed time, and end time to the nearest hour, half-hour, and minute.
- Choose a strategy to represent their understanding of elapsed time.
- Solve problems that involve elapsed time.

Materials and Resources:

Day 1

- Class set of Judy clocks
- Large teacher Judy clock
- Dry erase boards
- *It's About Time pre-assessment*
- *Picture Activity Cards* (you may need to make more than two sets so that there is one card per student)
- *Joe's Problem*
- *Melinda's Problem*
- Paper bags or other container for Elapsed Time Practice cards-1 per group

- *Elapsed Time Practice Cards*
- *Answer Grid*
- *Answer Grid – Answer Key*
- *Elapsed Time Exit Ticket*
- *Elapsed Time Exit Ticket- Sample Answer*
- *Circle Models – reteach*
- Paper/dry erase boards

Day 2

- *Elapsed Time Index Cards*
- *Elapsed Time Chart*
- *Elapsed Time Chart Answer Key*
- Multiple sized papers (8 pieces of each size per group)
- 18x11 paper = hours
- 8/5x 11paper = 30 min
- 3x5 index cards = 10 min
- 2x3 post its = 5 min
- *Max's Problem #1*
- *Number Line Pieces*
- *Max's Problem #2*
- *Max's Problem #3*
- *Max's Number Line Problems*
- *Exit Ticket Day 2*
- *Exit Ticket Day 2 Answer Key*
- Judy clocks
- Paper/dry erase boards

Day 3

- Pigs on a Blanket: Fun with Math and Time by Amy Axelrod
- *Stefanie and Kim Problem*
- *Justin Tyme's Busy Day*
- *___'s Busy Day*
- *___'s Busy Day reteach*
- *Elapsed Time ECR*
- *Elapsed Time ECR Sample Answer*
- Judy clocks
- Paper/dry erase boards

Development/Procedures:

Day 1

Pre-assessment

- Distribute *It's About Time* pre-assessment multiple choice worksheets.
- Circulate the class as students complete. When students have completed #1-4 you can begin to check. #5 is for early finishers.
- Have students self-check as you display the answer key.

Engagement

- Distribute one *Activity Picture (Student Resource)* card to each student.
- Have students stand if they have an activity card that would take less than one minute, less than 30 minutes, less than an hour, more than an hour (answers will vary).
- Choose several students to explain their reasoning.

Exploration

- Display *Joe's Problem (Teacher Resource)* and encourage students to use any resources they choose to help them solve the problem. (Judy clocks, pencil paper, etc.) Encourage students to use multiple strategies.

  Possible Lead Questions: How did you begin to solve this problem? What confused you when solving this problem? Is there more than one solution to this problem? What factors would change the amount of time it would take Joe to shovel the snow? Is there any way to check your answer for accuracy?

Explanation

- Record answers and have students discuss strategies for solving *Joe's Problem*.
- Show BrainPop video. (http://www.brainpop.com/math/numbersandoperations/elapsedtime/preview.weml)
- Using *Joe's Problem* again, demonstrate how students could use the small Judy clock to find elapsed time.
- Have students set their clocks for 11:45 and then rotate the minute hand around the clock one hour to 12:45, record one hour on paper/dry erase board. Next, have students move the minute hand 15 minutes so the clock shows 1:00—record 15 minutes on their paper/dry erase board. Lastly, move the minute hand 30 minutes to show the end time of 1:30. Record 30 minutes on paper/dry erase board. Calculate the total time that it took Joe to shovel the sidewalk = 1 hour 45 minutes.
- Have students create a T chart on their paper/dry erase boards and write the start time at the top of the left side and elapsed time on the right. Even though the video show two T-charts it is sometimes easier to show just one. See below for examples of how to demonstrate using a T-chart to solve *Joe's Problem*. Some students may find it more comfortable to add hours first, while others prefer to add minutes to get to the closest hour. Encourage students to use either method.

11:45	Elapsed Time
12:45	1 hour

Ex. 1	1:00	15 min
	1:30	30 min

Ex. 2

11:45	Elapsed Time
12:00	15 min
1:00	1 hour
1:30	30 min

Elapsed time: 1 hour 45 minutes

- Display *Melinda's Problem (Teacher Resource).*
- Have students use both strategies to find the elapsed time.
- Have students share with their group/partner how they set their clocks for 10:30 and then rotate the minute hand around the clock one hour to 11:30 (1 hour)to 12:30 (1 hour)to 1:30 (1 hour) to 2:30 (1 hour) to 3:30 (1 hour) to 4:00 (30 minutes) to 4:05 (5 mins) Total elapsed time is 5 hours and 35 minutes.
- Have students share with their group/partner how they used the T-chart strategy to find Melinda's elapsed time. Answers follow:

Ex. 1

10:30	Elapsed Time
11:30	1 hour
12:30	1 hour
1:30	1 hour
2:30	1 hour
3:30	1 hour
4:00	30 min
4:05	5 min

Total Elapsed Time: 5 hours 35 minutes

Ex. 2

10:30	Elapsed Time
11:00	30 min
12:00	1 hour
1:00	1 hour
2:00	1 hour
3:00	1 hour
4:00	1 hour
4:05	5 min

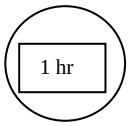
Total Elapsed Time: 5 hours 35 minutes

Extension

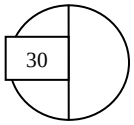
- Place *Elapsed Time Practice Cards (Student Resource)* in a bag, one set for each group of students.
- Distribute *Answer Grid (Student Resource)* to each student
- Tell students to choose one card from the bag and record the elapsed time for that number's problem on their *Answer Grid*.
- Have students return card to the bag and choose another card.
- Have students raise their hand when they have completed three of the elapsed time problems.
- Check student answers using the *Answer Grid Answer Key (Teacher Resource)*
- Students who complete 6 problems correctly (based on your discretion) can become an "Elapsed Expert" and help you check/assist other students.

Differentiation

- Reteach
  - Use *Circle Models –reteach (Student Resource)* to help students identify the relationship between the movement of the clocks hands and the fractional parts of an hour .
  - Use circles/fractional circles to complete T chart with a basic problem.
  - EX: Tim started football practice at 4:30 and ended at 6:00. How long was he at practice?
    - 4:30 – 5:30 1 hour around the clock =



    - 5:30 – 6:00 30 minutes =



- Enrich
  - Have students who demonstrate solid understanding of elapsed time create their own elapsed time problems and trade with a partner or post as a center in the classroom.
  - The site below has students read a mystery story and use their understanding of elapsed time and reading a ferry schedule to determine who stole country singer, Gail Krystelle's ruby earrings.

http://teacher.scholastic.com/maven/timefor/index.htm

Evaluation

- Have students complete *Elapsed Time Exit Ticket (Student Resource).* An answer key is provided.

Day 2

Engagement

- Post *Elapsed Time Index Card Clocks* around the classroom (Judy clocks can be used as a visual instead of the clock cards).
- Give each student an *Elapsed Time Index Card* and have them locate and stand next to their answer that has been posted around the room. Multiple students will be standing with each answer.
- **Answer Key: Clock 1 = Marco, Clock 2 = Macy, Clock 3 = Gabby, Clock 4 = Adam, Clock 5 = Pat, Clock 6 = George**
- Have students quietly check the other people in their group to make sure they are correctly placed.
- Choose a student from each group to share how they determined their answer.

Exploration

- Distribute one *Elapsed Time Chart (Student Resource)* to each group.
- Distribute multiple sized paper and masking tape to each group.
- Recommended sizes

  18x11 paper = hours
  8/5x 11paper = 30 min
  3x5 index cards = 10 min
  2x3 post its = 5 min
- Have students create a 5 foot walking number line on the floor using masking tape.
- Guide students to use their paper supplies to represent hours, 30 minutes, 10 minutes and 5 minutes on their walking number line to help them fill in the missing information from the chart.
- Have students draw a model of what their number looks like on the *Elapsed Time Chart.*
- Have students present one solution from the chart and discuss multiple ways to solve. An answer key is provided.
- Display *Max's Problem #1 (Teacher Resource).*
- Ask students to brainstorm ways that a number line may be used to help them solve *Max's Problem #1*.
- Share possible answers.
- Distribute *Number Line Pieces (Student Resource),* one set per group.
- Have students use the walking number line to explore ways that the number line pieces can be used to make a visual solution.

Lead Questions: How did you begin? Which pieces were the easiest to place? How did you know which arrow represented the hour? 30 minutes? 5 minutes? (the larger the arrow, the larger the time increment) What pieces are the most confusing or difficulty to place?

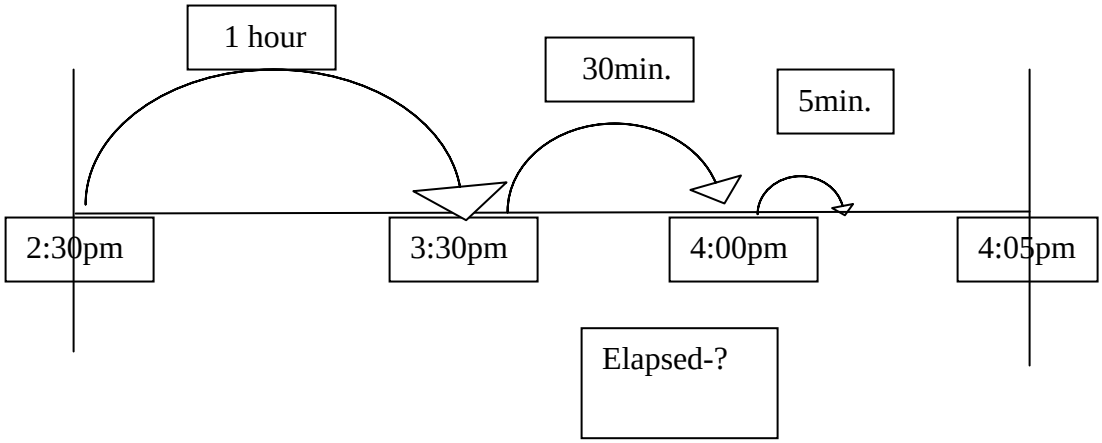
Explanation

- Discuss how students used the pieces of the number line to solve *Max's Problem #1* and compare solutions with other groups by doing a gallery walk.
- Have students draw a closed number line on their paper/dry erase board and label start time on the left and end time on the right.

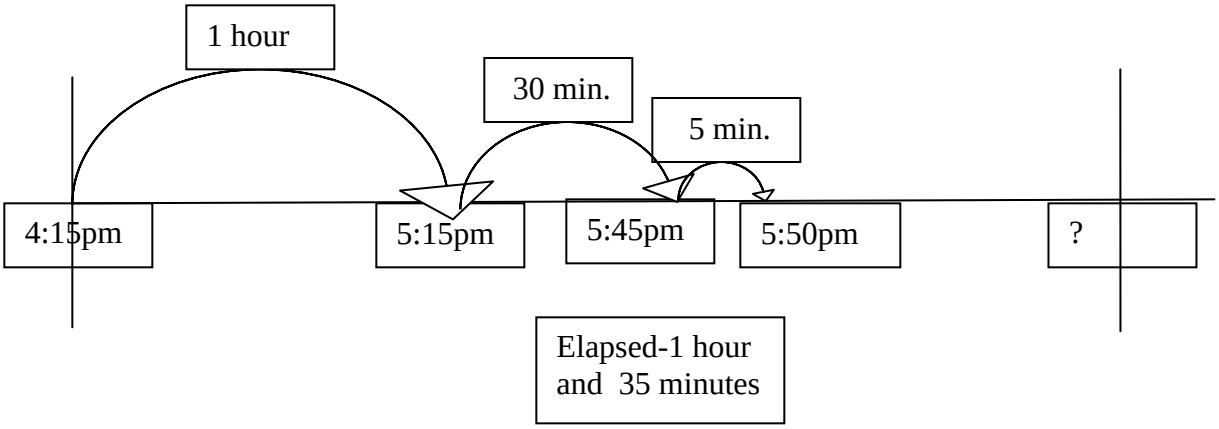
  Sample

- Identify the known information from *Max's Problem #1* and label the number line.

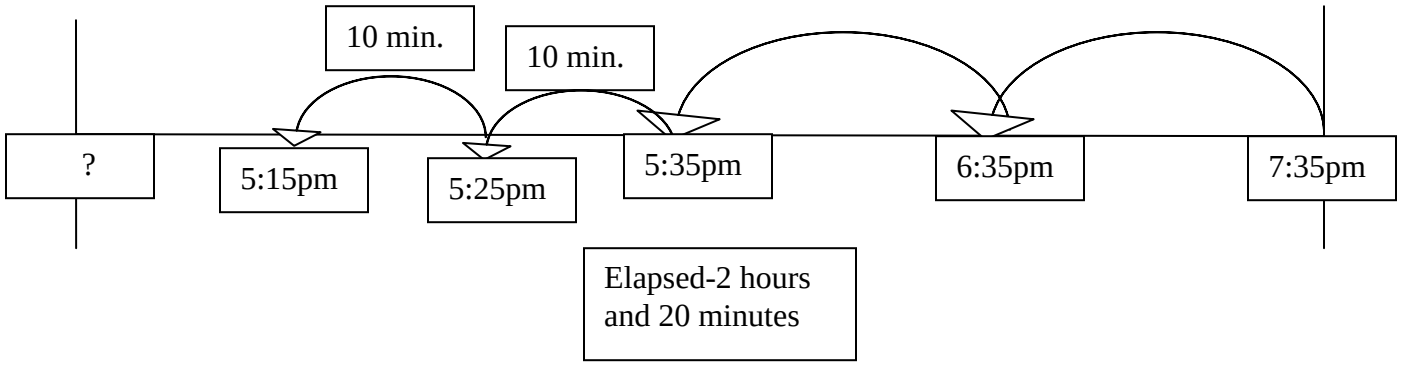
- Ask students if there is a least one whole hour between the times. Explain that counting by larger increments will help them get to the end time more efficiently.
- Draw one large arrow to represent one hour, a smaller arrow for 30 minutes and an even smaller arrow to show 5 minutes—see sample below.
- Discuss alternate solutions—jumping from 2:30 to 3:00 first and then jumping from 3:00 to 4:00 to 4:05 would lead to the same elapsed time answer.
- Students can break apart the number line into comfortable time increments— two 15 minute jumps instead of one 30 minute jump is acceptable.
- Add the hours and minutes to determine the elapsed time (1 hour 35 minutes)



- Have students draw a new number line.
- Display *Max's Problem #2*.
- Discuss how this problem is different from the first and what information is known (missing the end time).
- Have students fill in the start time on their number line and place a question mark in the end time box.
- Model with students how to use the arrows to jump one hour and 35 minutes from the start time 4:15. See example below.



- Discuss how the number lines were similar and different.
- Have students draw a new number line.
- Display *Max's problem #3.*
- Discuss how this problem is different from the others and what information is known and unknown (missing the start time).
- Have students fill in the end time on their number line and place a question mark in the start time box.
- Model with students how to use the arrows to jump two hours and 20 minutes from the end time of 7:35. See example below.



- Discuss how the number lines were similar and different.
- Ask which problem was the most difficult to solve and why.

Extension

- Have students complete *Max's Number Line Problems (Student Resource).*
- Number line answers will vary depending on which time increments students choose to use.
- Answer Key #1 = 4:55 pm #2 = 5:15 pm

Differentiation

- Reteach
    - http://www.teacherled.com/resources/elapsedtime/elapsetimelineload.html

      This is an interactive site that allows students set a start and end time on an analog clock and find the elapsed time by using a number line. Fifteen minute increments are labeled. Site is good if you have access to an interactive board.

- Enrich
    - http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks2/maths/timetables/index.htm

      This site involves using military time so it is more challenging. Instructions are provided by clicking on the i icon. Students see both number line and analog clock representations. There is a checking feature on this site for instant evaluation.

Evaluation

- Distribute *Exit Ticket Day 2 (Student Resource*) for students to complete. An answer key is provided.

Day 3

Engagement

- Read "Pigs on a Blanket: Fun with Math and Time" by Amy Axelrod.
- Encourage students to try to record the change in time throughout the story on paper, dry erase board, number line, or Judy clock.

Exploration

- Display *Stefanie and Kim Problem (Teacher Resource).*
- Have students determine the time that it could take each girl to do each activity.
- Discuss as a group/class the possible activity times—answers will vary.
- Stefanie has 1 hour and 30 minutes for the activities.
- Kim has 1 hour and 15 minutes for the activities.

Explanation

- Display and read *Justin Tyme's Busy Day (Teacher Resource).*
- Encourage students to try to track the time changes using learned strategies as the story progresses in order to determine the end time.
- Discuss how all the stories that they have heard today involve multiple times which may make it more difficult to calculate time.
- Refer to *Justin's* story and highlight the time changes that occur within the story.
- Model with students how to use count on strategy to find the end time.

8:00	Elapsed Time
8:30	30 mins
9:15	45 mins
9:50	35 mins
10:00	10 mins
10:20	20 mins
10:25	5 mins
11:00	35 mins
11:05	5 mins
11:30	25 mins

- Stop at the end of the first paragraph. Do you know what time it is now? Answer 11:30
- Discuss student answers and why they may vary (did they forget a time, calculation error, etc).
- Continue using the T-chart with the students to model the remainder of the story to determine what time Justin and his uncle arrive home.
- Discuss how students may choose to group hours together or calculate them separately.
- Demonstrate how final drive time home needs to be calculated by adding the time they drove before breakfast and after breakfast which = 1 hour and 5 minutes.

11:30	Elapsed Time
5:30	6 hours
6:00	30 mins (part of the drive)
6:35	35 mins (part of the drive)

- Have students share other ways that they may reached the end time (number line, Judy clock, adding the minutes together etc.)

Extension

- Distribute two copies of _____*'s Busy Day (Student Resource.)*

- Guide students to fill in the blanks of one copy to complete the elapsed time story and include their solution in work space section of the paper.
- Encourage students to use one of the strategies learned over the last three days
- Tell students to copy their story onto the second sheet making sure to leave the work space and last blank empty.
- Have student trade second copy stories with a classmate and complete the end time.

Differentiation

- Reteach
  - Limit cloze story to three activities.
  - Provide time bank for students to complete cloze story.

- Enrich
  - Give each pair a one minute sand timer.
  - Each partner will begin writing an elapsed time story and as the time runs out they switch papers and continue writing the other person's story.
  - Five switches should be made before calculating the end time and elapsed time.

Evaluation

- Distribute *Elapsed Time ECR (Student Resource*) and have students record their answers. An answer key is provided.

Summative Assessment:

Have students complete *It's About Time Summative Assessment (Student Resource)* to check for mastery of elapsed time.

Authors:

Stefanie Sneeringer
Woodside Elementary
Anne Arundel County

Kim Zagurski
Lutherville Laboratory
Baltimore County

Name: Date:

It's About Time!

Pre-Assessment

1. Amy left her house at 3:30pm. She arrived home at 5:00pm. How long was Amy gone?

   Ⓐ 1 hour
   Ⓑ 1 hour 30 minutes
   Ⓒ 45 minutes
   Ⓓ 2 hours

2. Shaun started playing his PS3 at 3:25pm. He played for 2 hours and 15 minutes. What time did Shaun stop playing?

   Ⓐ 5 hours 40 minutes
   Ⓑ 4:40pm
   Ⓒ 5:40pm
   Ⓓ 5:30pm

3. Kelsey was at karate class for 1 hour and 45 minutes. She finished class at 6:30pm. What time did her class begin?

   Ⓐ 5:00pm
   Ⓑ 8:15pm
   Ⓒ 4 hours and 45 minutes
   Ⓓ 4:45pm

4. Jada started cleaning her room at 12:35pm. She finished cleaning at 1:15pm. How long did it take her to clean her room?

   Ⓐ 1 hour
   Ⓑ 50 minutes
   Ⓒ 1 hour 50 minutes
   Ⓓ 40 minutes

5. Complete the missing information in the table below:

Start	Elapsed	End
3:25pm	?	5:10pm
11:30am	3 hours and 25 minutes	?
?	2 hours and 15 minutes	7:25pm

Name: Answer Key Date:

It's About Time!

Pre-Assessment

1. Amy left her house at 3:30pm. She arrived home at 5:00pm. How long was Amy gone?

   Ⓐ 1 hour
   Ⓑ 1 hour 30 minutes
   Ⓒ 45 minutes
   Ⓓ 2 hours

2. Shaun started playing his PS3 at 3:25pm. He played for 2 hours and 15 minutes. What time did Shaun stop playing?

   Ⓐ 5 hours 40 minutes
   Ⓑ 4:40pm
   Ⓒ 5:40pm
   Ⓓ 5:30pm

3. Kelsey was at karate class for 1 hour and 45 minutes. She finished class at 6:30pm. What time did her class begin?

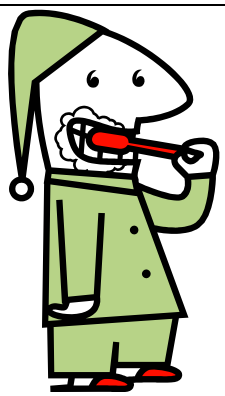
   Ⓐ 5:00pm
   Ⓑ 8:15pm
   Ⓒ 4 hours and 45 minutes
   Ⓓ 4:45pm

4. Jada started cleaning her room at 12:35pm. She finished cleaning at 1:15pm. How long did it take her to clean her room?

Ⓐ 1 hour
Ⓑ 50 minutes
Ⓒ 1 hour 50 minutes
Ⓓ 40 minutes

5. Complete the missing information in the table below:

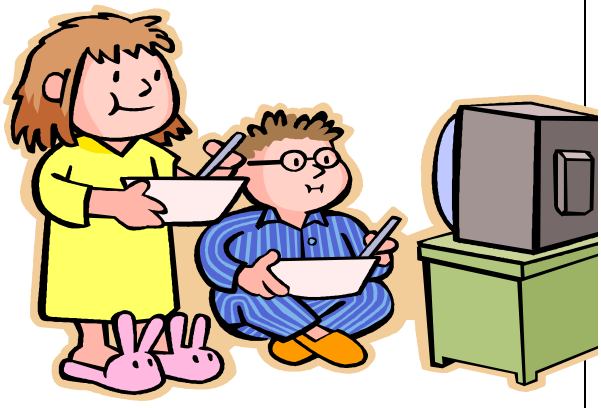
Start	Elapsed	End
3:25pm	1 hour and 45 minutes	5:10pm
11:30am	3 hours and 25 minutes	2:55pm
5:10pm	2 hours and 15 minutes	7:25pm



Brush your teeth

Bake a cake

Watch TV



Do your homework

soccer practice

Get to school

Eat lunch 	Walk your dog 
Practice your instrument 	 Clean your room

Tie your shoe 	Mow the lawn 
 Paint a picture	 Text a friend

Joe's Problem

Joe shovels snow to earn extra money in the winter. Joe started shoveling his neighbor's sidewalk at 11:45 AM and he finished at 1:30 PM.

How long did it take Joe to shovel his neighbor's sidewalk?

Melinda's Problem

Melinda is playing with her friend Tom. She leaves her house at 10:30 AM and returns home at 4:05PM.

How long was Melinda gone?

Elapsed Time Practice Cards

1	2	3	4	5	6
Jessica went to soccer practice at 5:30pm. Her practice ended at 7:15pm. How long was her practice?	Bob started cutting his lawn at 1:15pm. He finished at 2:35pm. How long did it take him to cut his grass?	Jeremy arrived at his friend's house at 10:45am. He left his friends house at 2:30pm. How long was he at his friend's house?	Anthony's flight leaves at 4:35pm. He arrives at his destination at 6:25pm. How long was his flight?	Jamal started watching a movie at 8:10pm. The movie ended at 10:45pm. How long was the movie?	Lisa left to go shopping at 12:30pm. She arrived back home at 3:05pm. How long was she shopping?

7	8	9	10	11	12
Jose lit a candle at 6:40pm. He blew out the candle at 9:25pm. How long did the candle burn?	Brittany started baking a cake at 5:50pm. The cake was finished baking at 6:25pm. How long did it take to bake her cake?	Lily took her dog for a walk to the dog park at 4:25pm. They returned home at 6:15pm. How long were they gone?	Matt began eating dinner at 5:55pm. After dinner, he washed the dishes. He finished at 6:40pm. How much time has passed?	Leah arrived at school at 7:35am. She left school at 2:30pm. How long was she at school?	Abby woke up at 6:35am. She brushed her teeth, took a shower and got dressed. She was ready by 7:15am. How long did it take her to get ready?

Elapsed Time Practice Cards

Answer Grid

1	2	3	4	5	6
7	8	9	10	11	12

Answer Grid

1	2	3	4	5	6
7	8	9	10	11	12

Answer Grid-Answer Key

1	2	3	4	5	6
1 hour 45 min.	1 hour 20 min.	3 hours 45 min.	1 hour 50 min.	2 hours 35 min.	2 hours 35 min.
7	8	9	10	11	12
2 hours 45 min.	0 hours 35 min.	1 hour 50 min.	0 hours 45 min.	6 hours 55 min.	0 hours 40 min.

Name: Date:

Elapsed Time Exit Ticket

Bethany went left her house at 3:10pm to go shopping. She returned home at 5:25pm. How long was Bethany shopping? Show your thinking below. Use pictures, numbers or words in your response.

Name: Date:

Elapsed Time Exit Ticket-Sample Answer

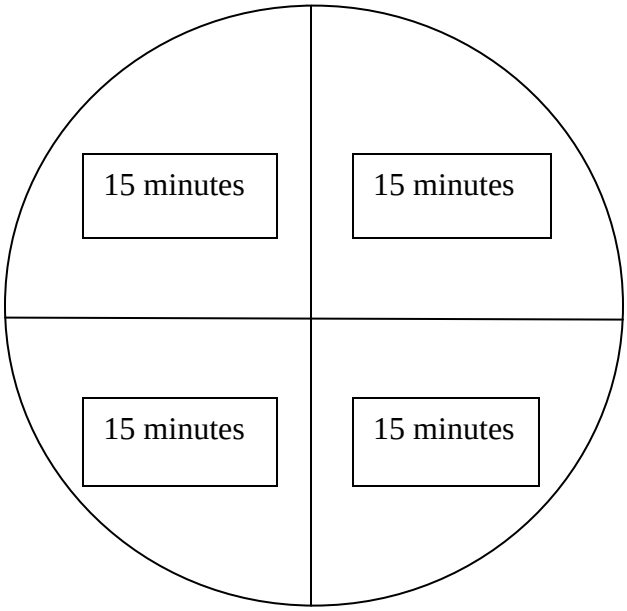
Bethany left her house at 3:10pm to go shopping. She returned home at 5:25pm. How long was Bethany shopping? Show your thinking below. Use pictures, numbers or words in your response.

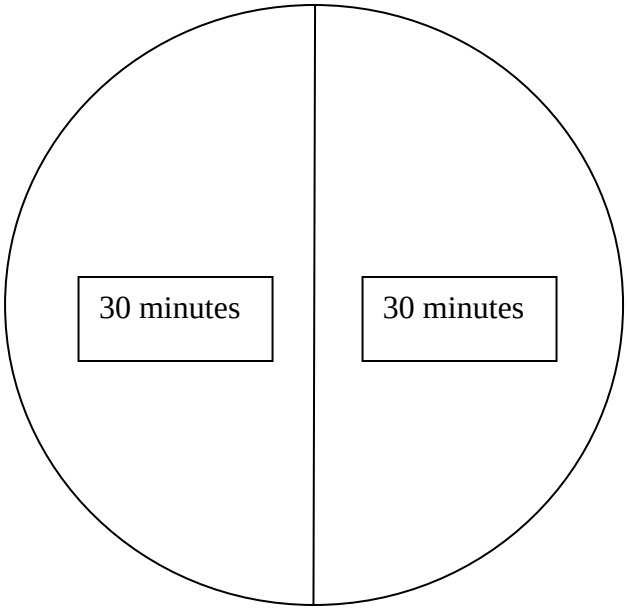
I used a T-chart to find my answer. I placed the start time on the left and hours and minutes on the right. I first counted by hours, from 3:10pm to 4:10pm and 4:10pm to 5:10pm, which equaled two hours. Finally, I counted up 15 more minutes to reach 5:25pm. I added the hours and minutes together to get 2 hours and 15 minutes as my answer.

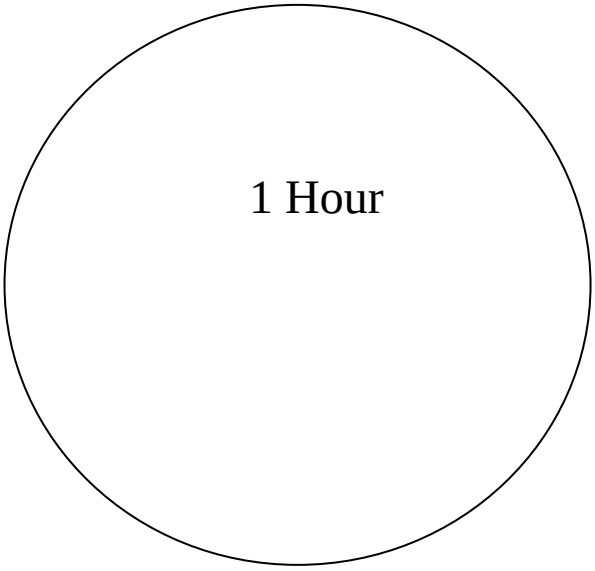
OR

3:10pm	Hours and Minutes
4:10pm	1 hour
5:10pm	1 hour
5:25pm	15 minutes

Circle Models reteach

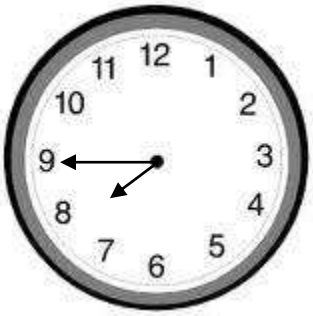






Elapsed Time Index Cards

1



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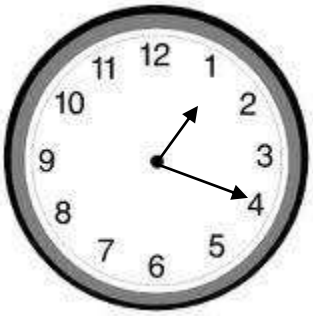

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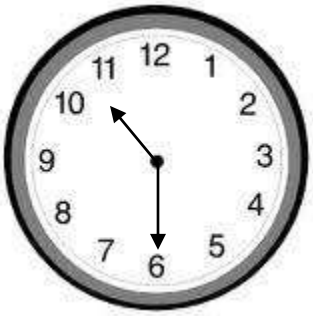


4

5

6

Elapsed time Index Cards

George left his house and drove for
2 hours and 20 minutes.
He arrived at the beach at 9:00pm.
What time did he leave his house?

Macy woke up at 6:30am.
It took her 1 hour and 15 minutes
to get ready to leave.
What time was she ready to leave?

Marco went to basketball practice.
He was at practice for
2 hours and 15 minutes.
Practice ended at 6:15pm.
What time did basketball practice begin?

Elapsed Time Index Cards

Gabby started eating lunch at 12:45pm.
She ate lunch for 35 minutes.
What time did she finish eating lunch?

Adam started watching a movie at 8:45pm.
The movie lasted for 1 hour and 45 minutes.
What time did the movie end?

Pat started cooking dinner.
It took her 1 hour and 20 minutes to cook.
She finished cooking at 6:30pm.
What time did she start cooking?

Elapsed Time Chart- 

Start Time	Elapsed Time	End Time
1. 4:25pm	?	5:10pm
2. 12:15pm	3 hours 40 minutes	?
3. ?	2 hours 15 minutes	8:25am

Using your walking number line, draw a model of each solution.

1.

2.

3.

Elapsed Time Chart-  Answer Key

Start Time	Elapsed Time	End Time
1. 4:25pm	?	5:10pm
2. 12:15pm	3 hours 40 minutes	?
3. ?	2 hours 15 minutes	8:25am

Using your walking number line, draw a model of each solution. (number lines may vary)

1. 45 minutes

2. 3:55 pm

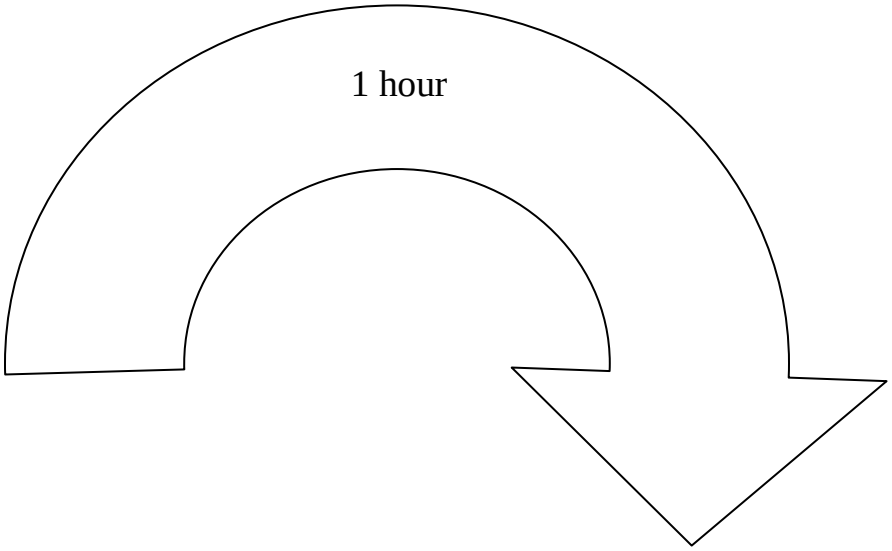
3. 6:10 am

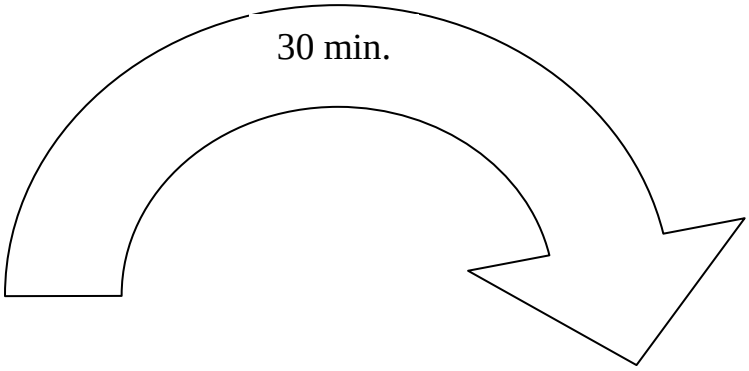
Max's Problem 1-

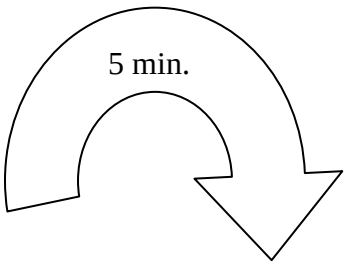
After eating, Max decided to take a nap. He fell asleep at 2:30pm and woke up at 4:05pm.

How long did Max sleep?

Number Line Pieces-student resource







Number Line Pieces

3:00pm

3:15pm

1:30pm

2:30pm

3:30pm

4:00pm

4:05pm

Max's Problem 2-

After eating, Max decided to take a nap. He fell asleep at 4:15pm and he slept for 1 hour and 35 minutes.

What time did Max wake up?

Max's Problem 3-

After eating, Max decided to take a nap. He fell asleep and slept for 2 hour and 20 minutes. He woke up at 7:35pm.

What time did Max fall asleep?

Max's Number Line Problems

Name: Date:

Directions: Use the number line strategy to solve Max's problems.

1. Max went for a walk at 3:45pm. He walked for 1 hour and 10 minutes. What time did Max finish his walk?

2. Max played ball in the yard with his owner, Justin. They played for 55 minutes. They stopped playing at 6:10pm. What time did they start playing ball?

Name: Date:

Exit Ticket Day 2

1. Mario left his house to go to soccer practice. He was gone for 2 hours and 15 minutes. Mario returned to his house at 5:35pm.

   What time did Mario leave?

   Ⓐ 3:00pm
   Ⓑ 3:20pm
   Ⓒ 3:35pm
   Ⓓ 2:20pm

   Work Space

2. Jamie started baking a cake at 3:25pm. The cake baked for 45 minutes.

   What time was the cake finished baking?

   Ⓐ 4:00pm
   Ⓑ 3:30pm
   Ⓒ 4:50pm
   Ⓓ 4:10pm

   Work Space

Name: Date:

Exit Ticket Day 2-answer key

1. Mario left his house to go to soccer practice. He was gone for 2 hours and 15 minutes. Mario returned to his house at 5:35pm. What time did Mario leave?

   Ⓐ 3:00pm
   Ⓑ 3:20pm
   Ⓒ 3:35pm
   Ⓓ 2:20pm

2. Jamie started baking a cake at 3:25pm. The cake baked for 45 minutes. What time was the cake finished baking?

   Ⓐ 4:00pm
   Ⓑ 3:30pm
   Ⓒ 4:50pm
   Ⓓ 4:10pm

Stefanie and Kim Problem

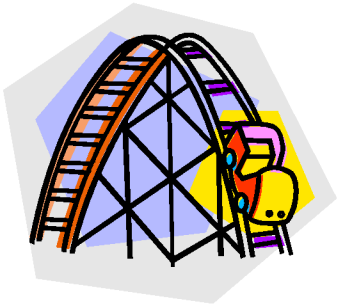
Both Stefanie and Kim arrive at school at 8:00 am. Stefanie woke up at 6:30 am and Kim woke up at 6:45 am. Both girls took a shower, ate breakfast and drove to school. How much time could each girl spend doing these activities?

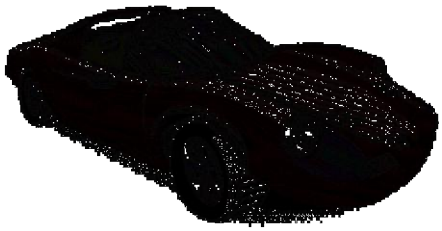
Stefanie	Time Spent	Kim	Time Spent
			
			
			

Justin Tyme's Busy Day

Justin Tyme jumped out of bed this morning as his alarm sounded at 7:30am. He couldn't wait to see his Uncle Hugh Slate because it was amusement park day! They left the house at 8:00am and drove for 30 minutes. They stopped to eat breakfast for 45 minutes. They eagerly jumped back in the car and drove another 35 minutes to the park. After waiting 10 minutes to get into the park, Justin immediately got in line for the Mighty Minute Roller Coaster. The line moved very quickly, only a 20 minute wait! The ride lasted for 5 minutes and Uncle Hugh Slate and Justin Tyme moved onto the next ride. They were getting really hot, so they decided to ride the Lickety-Split Log Flume. This line was a bit longer and they waited for 35 minutes. The ride lasted for 5 minutes and they got soaked! They decided it would be a good idea to dry off and eat lunch which took 25 minutes. Do you know what time it is now?

Justin and his Uncle spent 6 more hours at the park having fun. They were getting tired and drove straight home. They arrived at home just in time to catch their favorite show-Back to the Past at…





_____ 's Busy Day

It all started at ____:____ am. First I had to _____

which took _____. Then, mom asked me to _____

and that took me_____. _____ minutes were spent _____ .

_____ took me the most time- _____ .

I am finally free and it is ___:_____ am/pm. (Circle one)

Work Space

_____'s Busy Day- reteach

It all started at ____:____ am. First I had to_____

which took _____. Then, mom asked me to _____

and that took me_____. _____ minutes were spent _____.

_____ took me the most time- _____.

I am finally free and it is ___:_____ am/pm. (Circle one)

Time Bank

7:30 am	11:10 am	1 hour
2 hours	10 minutes	30 minutes

Activity Bank

clean my room	babysit my sister
take a shower	talk to my friend

Susie left for the beach at 7:35am. Without making any stops, she drove for 5 hours and 15 minutes. What time did Susie arrive at the beach?

Step A

Step B

- Explain how you know your answer in Step A is correct. Use what you know about elapsed time in your explanation. Use words, numbers, and/or symbols in your explanation.

- Suppose Susie made a stop at a restaurant for 30 minutes to have lunch. Explain how this would affect your answer.

Susie left for the beach at 7:35am. Without making any stops, she drove for 5 hours and 15 minutes. What time did Susie arrive at the beach?

Step A

12:50pm

Step B

- Explain how you know your answer in Step A is correct. Use what you know about elapsed time in your explanation. Use words, numbers, and/or symbols in your explanation.

- Suppose Susie made a stop at a restaurant for 30 minutes to have lunch. Explain how this would affect your answer.

I know my answer is correct because I used a number line to count on. I began at 7:35am for my start time and counted on 5 hours to get 12:35pm. I then counted on 15 more minutes to get my answer of 12:50pm.

Susie would now arrive at 1:20pm because 12:50pm plus 10 minutes is 1:00pm. Another 20 minutes is 1:20pm. (students may use a t-chart, number line or clock in Their explanation).